

**Peter F. Drucker and Masatoshi Ito  
Graduate School of Management  
Claremont Graduate University**

**MGT 321 Marketing Management  
Spring 2008**

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### **Course Description:**

This course examines the process of strategic marketing management and considers its role within organizations. It presents the fundamentals of the marketing concept and considers the relationship between the marketing concept and other concepts such as innovation and entrepreneurship. The course considers tools and methods used to examine marketing environments, understand consumer and organizational buying behavior, segment markets and position products, develop new products, manage existing products and promote, price and place products.

### **Learning Objectives:**

Following the successful completion of this course, students should be able to:

- Understand the process of strategic marketing management;
- Identify and know when to apply tools used by marketing managers undertaking analyses of a firm's external and internal environment;
- Be able to prepare product-market specifications;
- Understand key decisions related to the four P's of marketing (product, price, place and promotion);
- Consider how current issues, such as entrepreneurship, innovation, e-commerce and internationalization affect strategic marketing management;
- Be aware of some of the current academic debates relevant to this course.

## **Class Meeting Time:**

Thursdays 7:00 PM – 10.00 PM

## **Required Text:**

Kotler, P. and Keller, K. L. (2007). *Framework for Marketing Management* (3rd ed). NJ: Pearson Prentice Hall. ISBN-10: 0131452584 | ISBN-13: 9780131452589

We will use a large number of Harvard Business School Cases, specified in the course schedule. **You must buy this course pack at Huntley Bookstore.**

In addition, a large list of recommended readings is provided at the end of the syllabus and these readings are for your interest only—they are not required. You can look them up in Honnold Library in the periodicals section (they are NOT on reserve).

## **Course Requirements:**

Assessment comprises three components. Each component is outlined in more detail on the following page.

Participation	40%
Ducker Essay (Individual)	30%
Two Case Write Ups (Individual)	30%

### ***Prior to the first class:***

I would like you to prepare a brief biography of your educational and career background prior to attending the first marketing class (and give this to me at the end of the first class). The biography should be about 2 pages long and cover:

- Your educational and career background, including all qualifications and relevant work experience;
- Your career goals. If these are not clear to you at this stage, then please say so.
- What you expect to get out of this course.
- What you think about marketing (be honest!). This could be based on your experience as a consumer and/or your work experience.

I will encourage you to share your background and opinions with others during the first class and will collect your biographies at the end of the first class.

### ***Class Meetings:***

Preparation and participation are critical to your success in the course. You will be graded on the quality (not necessarily quantity) of your contribution.

Preparation: My expectation is that you will come to the class having read the assigned background reading(s) and already thought through and analyzed the case study. This way, we can devote the bulk of the class time to thinking about and responding to each other's analyses of the cases and only the necessary minimum to getting the facts out.

Absences: As a matter of courtesy, if you are unable to attend, you must email or phone me before class. If you miss more than two classes, you will be marked as absent for the entire course (NO EXCEPTIONS)

Classroom etiquette: Please arrive on time to class. When in class, mobile phones and pagers must be switched off. The use of laptops is permitted for note taking but discouraged for checking emails and surfing the Internet as you are expected to remain attentive and contribute to class discussion.

Class participation: I encourage active student participation in class and take class participation into account in determining course grades. If you are inadequately prepared to lead off the discussion of a particular reading or case, you may: (1) ask before class not to be called on, (2) pass when you are called, (3) "wing it.", or (4) faint. These actions are listed in decreasing order of attractiveness.

The Instructor's role: My role in the class is to facilitate discussion. In part, I serve as a clarifier and sometimes an intensive questioner in order to help you present and develop your ideas. One of my primary roles is to manage the class process and to assure that we collectively reach a clear understanding of the issue at hand.

Cases: Clearly, there is no single correct solution to most cases. There are, however, wrong solutions and many lessons to be learned. There also is such a thing as weak analysis. Finally, there are solutions and analyses which are ineffective because they are not presented in an orderly and persuasive fashion. We should work together to see to it that each class session is a lively, stimulating, and intellectually rewarding venture in group learning. We are individually and collectively responsible for achieving that end.

Approaching a case: Each case stands on its own. Generally, I am not concerned with what was the actual outcome of the case. Such an approach would imply that there is a "right answer". The actual outcome of a situation may or may not reflect a good solution. In those instances where there was a particularly interesting outcome, it will be shared with the class.

### ***Case Write Ups***

Beyond thorough preparation for class, there are 2 written assignments. Each student is required to sign up for 2 case write-ups. This is a two-page (12 pt font, 1.5 spacing) paper answering the case questions assigned in the syllabus. The write-up is due at the beginning of the class session in which that case is discussed, and students doing the case write-up are expected to take the lead in the class discussion that day. A sign up sheet will be circulated on the first day of class.

Signups will be limited for each case to insure all cases get equal coverage, so the signups are first come, first serve.

Papers will be graded on the basis of their thoroughness, accuracy, clarity, conciseness, organization and application of the principles and tools learned in this course.

### ***Reflection on Drucker (Essay):***

A chapter from Drucker's book: *Managing for Results*. 1964. London: Pan Books called "The Customer is the Business" (pp. 110-131) is provided in your course pack. Although the book is now 40 years old, it offers insightful comments on many issues we still consider and examine today. For your assignment, you need to:

1. Introduce and conclude your assignment (a total of 2 pages).
2. Briefly summarise the chapter (2 pages).
3. Link one, or a small number, of Drucker's important themes from the chapter to an organization with which you are familiar (4 pages).
4. Provide recommendations to the company based on your discussion in Parts 2 and 3. This section could be written as if you were a consultant (2 pages).

Be sure to reference Drucker's work throughout the assignment (e.g., Drucker, 1964 or Drucker, 1964, p. 120). I expect your reflection to be well written and free of spelling, typographical and grammatical errors. Please use 12-point font and 1.5 spacing.

This assignment will be due at the start of class during Week 7. I will ask you to give a brief and informal five minute presentation to the class during Week 7. Please be ready to share your ideas with your other members of the class.

This assignment has been used with earlier classes; please refer to the policy on academic honesty outlined in this syllabus.

### **Appealing your grades:**

You should always feel as though you can query your grade, especially if you are unclear as to why you got the grade you did. Having said that, you will find that I take quite a bit of time grading your assignments and providing feedback as regrading is a time consuming and difficult process for all concerned.

If you decide to appeal a grade, you need to take the time to write me a paragraph explaining why you believe your grade should be higher (simply thinking you deserve an "A" does not warrant a regrade). You need to submit the paragraph, along with your graded assignment and the feedback sheet by a date we will agree upon in class. I will endeavour to return your re-graded assignment back a week later. I do not offer the opportunity to resubmit assignments.

### **Course Schedule:**

The following schedule indicates topics we will cover and the order in which we will cover them.

Wk	Date	Topics	Cases/Assignments
1	Jan 24	Course Overview  What is marketing (Ch. 1)	Case study: SendWine.com <i>HBS Case: 800-211</i>
2	Jan 31	Developing and implementing strategies and plans (Ch. 2)	Case study: Matching Dell <i>HBS Case: 799-158</i>
3	Feb 7	Understanding markets (Ch. 3)	Case study: Talbots – A Classic <i>HBS Case: 500-082</i>

4	Feb 14	Creating customer value (Ch. 4)	Case study: A Measure of Delight: The Pursuit of Quality at AT&T Universal Card Services <i>HBS Case: 694-047</i>
5	Feb 21	Analyzing consumer and business markets (Chs 5, 6).	Case study: "TiVo" <i>HBS Case: 501-038</i>
6	Feb 28	Segmenting and Targeting (Ch. 7).	Case study: Four Seasons Hotels and Resorts <i>HBS Case: 800-385</i>
7	March 6	Positioning (Ch. 9)	<b>Drucker Essay Due</b>  Short case study: Eastman Kodak Co., Funtime Film <i>HBS Case: 594-111</i>  Positioning Exercise
8	March 13	Brand Equity (Ch. 8).	Case study: Autobytel.com <i>HBS Case: 5-500-076</i>
	<i>March 20</i>	<i>Spring Break</i>	
9	March 27	Products and Services (Chs. 10, 11)	Case study : Oscar Mayer: Strategic Marketing Planning <i>HBS Case: 597-051</i>
10	April 3	Price (Ch. 12)	Case study: Becton Dickinson & Company: VACUTAINER Systems Division <i>HBS Case: 592-034</i>
11	April 10	Channels (Chs. 13, 14)	Case study: CVS: The Web Strategy <i>HBS Case: 9-500-008</i>
12	April 17	Communication (Chs. 15-17)	Case Study: Cunard Line, Ltd: Managing Integrated Marketing Communications <i>HBS Case: 594-046</i>
13	April 24	Global Marketing (Ch. 18)	Case Study: Kingsford Charcoal <i>HBR Case # 9-506-020</i>
14	May 1	Putting it all together	Case Study: RadioShack <i>HBS Case: 500-081</i>

### Assignment Questions for Each Class

#### Class #1: SendWine

## Assignment Questions

1. Imagine you are a venture capitalist in July 1999, and you have been asked to invest in a \$30 million "B" round for Sendwine.com. Would you invest? What criteria would you use to assess this opportunity? How is SendWine positioned against those criteria?
2. Would you seek to diversify into additional gift categories in time for the 1999 holiday season? Would you pursue the categories the CEO (Lannon) is considering?
3. What would you recommend as a marketing plan for SendWine.com for the 1999 holiday season? How should they reach their target consumer base? How much would you spend? (Assume Sendwine can raise additional capital if needed.)
4. What challenges does Lannon face in building the SendWine organization? How should he respond to issues of recruitment, acculturation, and communication?

## **Class #2: Matching Dell**

### Assignment Questions

1. How and why did the personal computer industry come to have such low average profitability?
2. Why has Dell been so successful despite the low average profitability in the PC industry?
3. Prior to the recent efforts by competitors to match Dell (1997-1998), how big was Dell's competitive advantage? Specifically, calculate Dell's advantage over the team of Compaq and a reseller in serving a corporate customer.

## **Class #3: Talbots – A Classic**

### Assignment Questions:

1. What went wrong in 1997? Was it flawed strategy or execution?
2. Who is Talbots' customer? How does Talbots' store operations and supply chain support that customer?
3. How should Talbots grow in the future?

## **Class #4: A Measure of Delight: The Pursuit of Quality at AT&T Universal Card Services**

### Assignment Questions

1. Discuss the linkages between measures of internal process performance and customer attitude as measured in customer satisfaction studies.
2. Assess the strengths and weaknesses of UCS's quality systems.
3. Why does UCS place so much emphasis on measurements of internal process performance?

4. Has UCS created a system that supports continuous improvement or one that simply supports a sustainable level of service?

### **Class #5: TiVo**

Assignment Questions:

1. Analyze the situation from the consumer's standpoint. What is TiVo? What factors facilitate its adoption? What factors make adoption difficult? Who is TiVo best suited for?
2. Now adopt the standpoint of the networks, the advertisers, and the cable/satellite companies: What do they want TiVo to be? Thinking about the competition: What are Microsoft's potential strengths and weaknesses in this market?
3. How would you describe and characterize TiVo's action plan as given at the end of the case? How do you evaluate the planned communication campaign? Does your situation analysis suggest an alternative plan?

### **Class #6: Four Seasons Hotels and Resorts**

Assignment Questions:

1. What distinguishes the Four Seasons Hotels and Resorts chain in the marketplace?
2. How does Four Seasons deliver service in their properties around the world?
3. How do Four Seasons' managers think about what should be centralized and what should be decentralized?
4. How does Four Seasons use technology? If Four Seasons had a "technology strategy," what would it be? Do you agree with it?
5. What role do you see for the Four Seasons' Internet site? Should it be used to lower costs or enhance revenues? How important is it to Four Seasons' financial objectives?

### **Class #7: Eastman Kodak Co., Funtime Film**

1. Given the urgency of the matter, with every share point costing \$13,000,000 in gross margins, and the digital era approaching, what should be the CEO's objectives for the Funtime Program?
2. What is the potential conflict between share, profits and brand equity?
3. What are some alternatives to the Funtime program?
4. What will be Fuji's reaction?
5. What will be the ultimate impact of the plan on Kodak?

### **Class #8: Autobytel**

Assignment Questions:

1. What is Autobytel's value proposition for consumers? For dealers? Are there any downsides to the Autobytel model from the consumer perspective? From the dealer perspective?
2. What course of action should Autobytel take to accelerate revenue growth?
3. How should Autobytel differentiate itself from the competition?
4. Come up with a new positioning statement for Autobytel. What kind of marketing mix should accompany this new positioning statement? How enduring is this new positioning?

### **Class #9: Oscar Mayer: Strategic Marketing Planning**

#### Assignment Questions:

1. In the beginning of the case McGraw thinks he has "never encountered such a complex business challenge" as the one he currently faces. By the end of the case, after he has read the ideas listed in the four memos, McGraw can't believe he ever thought the investment issue was "going to be a hard one." What changed the president's perspective? What strategic decision-making process does McGraw pursue?
2. If McGraw chooses a strategic direction that favors only one department, what negative effects could this have on other departments? How can McGraw mitigate the damage?
3. What effect is the change in the strengths and weaknesses of competition having on the Oscar Mayer Division? How does this impact the investment decision?
4. Absent any resource constraints, which of the four departmental directions do you think is the most viable? Which is the second best strategy? Which is the least viable?
5. Given the information in the case, what strategic course do you think the division should pursue?
6. Which of Jim Longstreet's new product ideas is less likely to succeed? Why?

### **Class #10: Becton Dickinson & Company: VACUTAINER Systems Division**

#### Assignment Questions:

1. What are the important changes in the health-care market, and what are the implications for Becton Dickinson (BD) and its BDVS division?
2. How important is the APG contract for BDVS? What's at stake for BDVS in winning or losing this contract?
3. How important is each aspect of the negotiations (pricing, brand name, and delivery terms) for each party explicitly or implicitly involved (APG, its member hospitals, BDVS, BDVS's distributors, and competing suppliers)?
4. Given the analysis, what should BDVS do?

### **Class #11 CVS: The Web Strategy**

#### Assignment Questions:

1. At the time of the case, the revenues of online drugstores would have been lost in the rounding error of CVS's income statement. Yet the stock market valued them in the billions. Investors seemed to think that the drugstore industry could be "Amazoned" by Internet-based stores. A few months later, investors thought exactly the opposite. When were they right—then or now? All it would take for e-pharmacies to really hurt the market capitalization of conventional pharmacies would be for 10 percent of the revenues of brick-and-mortar drugstores to be lost to the Internet over the next two years. Can you imagine such a scenario? If not, move on to the next question. If yes, list the things that must happen for that scenario to occur.
2. Who is the most powerful player in the prescription pharmaceutical distribution process? The manufacturer? The physician? The PBM? The Managed Care Organization (MCO)? The employer? The drugstore? The patient? The government? How might that player use the Internet to become even more powerful?
3. How closely should CVS integrate CVS.com into its business? What is your point of view on the choices posed at the end of the case? Should the merchandise strategy online be identical or different to the store strategy? Would you stock cosmetics? Greeting cards? Electronic greeting cards? Should online pricing conform to store pricing? How about orders placed online and picked up in a store?
4. What would you do if you were in charge of CVS.com and had to respond to the demands of Merck-Medco?

#### **Class #12: Cunard Line, Ltd: Managing Integrated Marketing Communications**

##### Assignment Questions:

1. In light of the difficult economic and competitive conditions, should Cunard use a more "sale-oriented" format with more emphasis on price for its tactical advertising?
2. In better economic times, would your judgment differ regarding question 1?
3. What is your recommendation to Cunard regarding the balance in the focus of marketing communications between the overall Cunard identity and image, and the identity and image of the individual ships?
4. Which marketing communications elements do you believe should receive greater/lesser emphasis? Why? Specifically, what about the role of direct marketing?
5. What effects would you expect the impending organizational change to have on marketing communications at Cunard?

#### **Class #13: Kingsford Charcoal**

##### Assignment Questions:

1. What are the impacts of seasonality with respect to advertising and promotion strategies?
2. How does a surge in substitute product sales volume fueled by aggressive advertising affect the original product category advertising and promotional strategies?
3. Should one leverage the fact that because in this category consumers purchase on impulse there should be a greater focus on promotional display and less of a focus on mass advertising?
4. Is the assumption in the case “increased advertising can restore volume losses from potential price increases” a valid assumption?
5. If you chose not to introduce the card, what would you do to achieve the \$100 million earnings target by 1990? What kind of branch banking products should the bank offer?

### **Class #14: Radio Shack**

#### Assignment Questions

1. Assess RadioShack’s five-year strategy of “Connecting Places.”
2. What are the key success factors in making the strategy work?
3. How should RadioShack go about implementing its high bandwidth service installation concept?
4. What is your assessment of the broadband strategy? Will it succeed? If not, what else should Radio Shack do?

### **Academic Honesty**

You should be familiar with the University policy regarding academic honesty. The policy can be found at <http://www.cgu.edu/handbook/Academic%20Honesty.doc>. You should also consult the Writing Center’s guidelines as to what constitutes plagiarism (<http://writecenter.cgu.edu/students/plagiarism.html>).

I **do not** tolerate academic dishonesty and will actively monitor students’ work to ensure dishonesty does not occur. A student who violates the University policy on academic honesty will get a minimum of zero for the piece of assessment for which dishonesty is established and I will ask the MBA Director to put a note on that student’s file.

It is very important that you correctly reference everything you use. I generally use APA referencing and have provided this link as one of many examples of APA referencing (<http://www.lib.usm.edu/~instruct/guides/apa.html>). You might prefer to use the Harvard style of referencing (see: <http://www.shaf.ac.uk/library/libdocs/hsl-dvc1.html> as an example of a style guide). I do not mind which style you use as long as your referencing style is consistent.

### **Late assignments and extensions**

MBA students are generally very busy people and are often juggle multiple commitments along with a rigorous MBA schedule. Therefore, I do not like giving

extensions simply because the majority of students work very hard to meet deadlines and, given extra time, many could have improved their output. Therefore, extensions can be unfair to those who have turned work in on time. Having said that, I accept that there are exceptional and unforeseen circumstances that warrant extensions.

The following outlines the policy for this course. Do not ask for an extension unless you genuinely believe you can claim exceptional and unforeseen circumstances. If you are requesting an extension:

- You need to do this as early as you possibly can.
- We need to agree on an acceptable alternative hand-in date. If the hand in date is more than 3 days after the original date, I will deduct a grade (therefore, an assignment worth an A will get an A-, etc). The new hand in date becomes our contract.

If you do not have an extension and you simply hand the assignment in late, you will:

- Lose 3 grades if you hand the assignment in with one week of the original hand-in date (therefore, an assignment worth an A will get a B, etc).
- Be given a zero for that piece of assessment if you hand the assignment in more than one week after the due date.

I will inform the MBA Director of any late assignment (whether or not an extension has been granted).

## **Grading**

The following reflects the grading system used to mark your work.

### **Circle Explanation**

#### **One Only**

A+	Truly exceptional performance, rarely given.
A	Performance significantly above expected levels.
A-	Performance moderately above expected levels.
B+	Expected level of performance.
B	Performance moderately below the expected level.
B-	Performance significantly below the expected level.
C+	Passing but marginally acceptable performance.
C	Unacceptably poor performance.
C-	Very poor performance.

## Recommended readings (for interest only)

### Week 1: Introduction

Capon, N. and Hulbert, J.M. (2001). Marketing management in the 21<sup>st</sup> century. NJ: Prentice Hall, pp. 1-24.

Border, N.H. (1964). The concept of the marketing mix. *Journal of Advertising Research*. Vol. 4, 2-7.

Smithee, A. (1997). Kotler is dead. *European Journal of Marketing*, Vol. 34, No. 3/4, 317-325.

Brown, s. (2002). Vote, vote, vote for Philip Kotler. *European Journal of Marketing*, Vol. 36, No. 3, 313-424

### Week 2: Developing and implementing strategic plans

Ansoff, H.I. (1957). Strategies for diversification. *Harvard Business Review*, (September-October), 113-124.

Bennett, Roger C. and Cooper, Robert G. (1981). The misuse of marketing: an American tragedy. *Business Horizons*, Vol. 25, 51-61

Hayes, R.H. and Abernathy, W.J. (1980). Managing our way to economic decline. *Harvard Business Review*, (July-August), 67-77.

Houston, F.S. (1989), The Marketing Concept: what it is and what it is not. *Journal of Marketing*, Vol. 50, 81-87.

Kohli, A.K. and Jaworski, B.J. (1990), Market orientation: the construct, research propositions and managerial implications. *Journal of Marketing*, Vol. 54, 1-18.

Narver, J.C. and Slater, S.F. (1990). The effect of a market orientation on business profitability. *Journal of Marketing*, (October), 54, 1-18.

Day, G.S. (1994). The capabilities of market-driven organizations. *Journal of Marketing*, Vol. 58, 37-52.

Slater, S.F. and Narver, J.C. (1994). Market orientation, customer value, and superior performance. *Business Horizons*, (March-April), 22-28.

Day, G.S. (1999). Creating a market-driven organization. *Sloan Management Review*, Vol. 41, No. 1, 11-22.

Slater, S.F. (1997). Developing a customer value-based theory of the firm. *Journal of the Academy of Marketing Science*, Vol. 25, No. 2, pp. 162-167.

Berthon, P., Hulbert, J.M., and Pitt, L.F. (1999). To serve or create? Strategic orientations toward customers and innovation. *California Management Review*, Vol. 42, No. 1. 37-58.

Slater, S.F. (1999). Market oriented is more than being customer led. *Strategic Management Journal*, Vol. 20, 1165-1168.

Kumar, N., Scheer, L. and Kotler, P. (2000). From market driven to market driving. *European Management Journal*, Vol. 18, No. 2, 129-142.

Svandermerwe, S. (2004). Achieving a deep customer focus. *Sloan Management Review*, (Spring), 26-34.

Prahalad, C.K. (2004). The blinders of dominant logic. *Long Range Planning*, Vol. 37, 171-179.

Prahalad, C.K. (1994). Competing for the future. *Harvard Business Review*, (July-August), 122-128.

### **Week 3: Understanding markets**

Fahey, L. (2002). Invented competitors: a new competitor analysis methodology, *Strategy and Leadership*, Vol. 30, No. 6, 5-13.

Fahey, L. (2003). Competitor scenarios, *Strategy and Leadership*, Vol. 31, No. 1, 32-44.

Schoemaker, P.J.H. (1991). When and how to use scenario planning: a heuristic approach with illustration, *Journal of Forecasting*, Vol. 10, 549-561.

Schoemaker, P.J.H. (1995). Scenario planning: a tool for strategic thinking, *Sloan Management Review* (Winter), 25-40.

Slater, S.F. and Olson, E.M. (2002). A fresh look at industry and market analysis. *Business Horizons*, Vol. 45, No. 1, 15-22.

### **Week 4: Creating customer value**

Reinzartz, W. and Kumar, V. (2002). The mismanagement of customer loyalty. *Harvard Business Review*, (July), 86-94.

Brown, S. (2001). Torment your customers (they'll love it). *Harvard Business Review*, (October), 83-88.

### **Week 5: Analyzing consumer and business behaviour**

Sirgy, M.J. (1982). Self-concept in consumer behaviour: a critical review. *Journal of Consumer Research* (December), 287-300.

Aaker, J. (1997). Dimensions of measuring brand personality. *Journal of Marketing Research*, (August), 34, 347-356.

Aaker, J. (1999). The malleable self: the role of self-expression in persuasion. *Journal of Marketing Research*, (May), 45-57.

Mullin, R. (1997). Taking customer relationships to the next level. *The Journal of Business Strategy* (January-February), 22-26.

Naurus, J.A. and Anderson, J.C. (1986). Turn your industrial distributors into partners. *Harvard Business Review*, (March-April), 66-71.

### **Weeks 6 and 7: Segmenting, targeting, positioning and differentiation**

Dibb, S. and Simkin, L. (2001). Market segmentation: diagnosing and treating the barriers. *Industrial Marketing Management*, Vol. 30, 609-625.

Hoek, J., Gendall, P.J. and Esslemont, D.H.B. (1993). Market segmentation. *Asia-Australia Marketing Journal*, Vol. 1, No. 1, 41-46.

Day, G. S., Shocker A.D. and Srivastava, R. K. (1979). Customer-oriented approaches to identifying product-markets. *Journal of Marketing*, Vol. 43, 8-19

Dickson, P.R. and Ginter, J.L. (1987). Market segmentation, product differentiation and marketing strategy. *Journal of Marketing*, Vol 51, 1-10.

Treacy, M. and Wiersema, F. (1993). Customer intimacy and other value disciplines. *Harvard Business Review* (January-February), 84-93.

### **Week 8: Brands**

Keller, K.L., Sternthal, B. and Tybout, A. (2002). Three questions you need to ask about your brand. *Harvard Business Review* (September), 80-86.

De Chernatony, L. and Riley, F. D. (1998). Defining a brand: beyond the literature with experts' interpretations. *Journal of Marketing Management*, Vol. 14, 417-443.

De Chernatony, L. Riley, F. D. and Harris, F. (1998). Criteria to assess brands. *Journal of Marketing Management*, Vol. 14, 765-781.

Lederer, C. (2001). See your brand through your customers' eyes. *Harvard Business Review*, (June), 125-133.

Urde, M. (1999). Brand orientation: a mindset for building brands into strategic resources. *Journal of Marketing Management*, 15, 117-133.

### **Week 9: Product and market development**

Colarelli O'Connor, G. and Rice, M. (2001). Opportunity recognition and breakthrough innovation in large established firms. *California Management Review*, Vol. 43, No. 2, 95-116.

Day, G.S. and Schoemaker, P.J.H. (2000). Avoiding the pitfalls of emerging technologies. *California Management Review*, Vol. 42, No. 2, 8-33.

Parasuraman, A., Zeithaml, V.A. and Berry, L.L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing* (Fall),

Urban, G.L., Weinberg, B.D., and Hauser, J.R. (1996). Pre-market forecasting of really new products. *Journal of Marketing*, Vol. 60, 47-60.

### **Week 10: Pricing**

Nevin, J.R. (1974). Laboratory experiments for estimating consumer demand: a validation study. *Journal of Marketing Research* (August), 261-268.

Cooper, R. and Kaplan, R.S. (1991). Profit priorities from activity-based costing. *Harvard Business Review* (May-June), 130-135.

Tellis, G. (1986). Beyond the many faces of price: an integration of pricing strategies. *Journal of Marketing* (October), 146-161.

Monroe, K.B. (1973). Buyers' subjective perceptions of price. *Journal of Marketing* (February), 70-80.

### **Week 11: Channels**

Johnston, R. and Lawrence, P.R. (1988). Beyond vertical integration: the rise of the value-adding partnership. *Harvard Business Review* (July-August), 94-101.

Narayandas, N. and Kalwani, N.U. (1995). Long term manufacturer-supplier relationships: do they pay off for supplier firms? *Journal of Marketing* (January), 1-16.

Hollander, S. (1960). The wheel of retailing. *Journal of marketing* (July) 37-42

### **Week 12: Integrated Marketing Communications**

Kudisch, L. (1965). Applying an advertising-sales relationship model to product fields. *Journal of Marketing*, Vol.29, 16-17.

Lorge, S. (1999). Marketers are from Mars, salespeople are from Venus. *Sales and Marketing Management*, Vol. 151, No. 4, 26-33.

Mehta, A. (1994). How advertising response modelling (AARM) can increase ad effectiveness. *Journal of Advertising Research* (May-June), 62-74.

Holstuius, K. (1990). Sales response to advertising. *International Journal of Advertising*, Vol. 9, No. 1, 38-56.

### **Week 14: Managing the total marketing effort**

Jacobson, R. and Aaker, D.A. (1985). Is market share all that it's cracked up to be? *Journal of Marketing*. Vol. 49, pp. 11-12.

Schmitt, B. (1999). Experiential marketing. *Journal of Marketing Management*, Vol. 15, 53-67.

Belk, R.W. (1996). Hyper-reality and globalization: culture in the age of Ronald McDonald. *Journal of International Consumer Marketing*, Vol. 8, No. 3-4, pp. 23-37.

**Reflection on Drucker:**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

	<b>Strongly Agree</b>				<b>Strongly Disagree</b>
Well written; free of spelling and grammatical errors.	5	4	3	2	1
Provided a comprehensive summary of the chapter.	5	4	3	2	1
Linked the chapter to a practical example.	5	4	3	2	1
Provided appropriate recommendations based on the chapter.	5	4	3	2	1
Provided recommendations that demonstrated strategic insight.	5	4	3	2	1
Overall, each part of the assignment seemed well connected.	5	4	3	2	1
Overall, the student clearly demonstrated a grasp of Drucker's principles and applied them to a context of interest to the student.	5	4	3	2	1

Note: Your final grade **cannot** be derived by averaging the 1-5 rating scale used in the table above.

Overall comments:

## ***Class Participation***

Name: \_\_\_\_\_

### **Circle One Only**

#### **What this means for class participation**

- |           |   |
|-----------|---|
| A and A-  | Comes to class prepared. Contributes readily to the conversation but does not dominate it. Makes thoughtful contributions that advance the conversation. Shows interest in and respect for others' points of view. Participates actively in small groups. Makes a genuine effort to assist colleague presenters by being engaged and involved in presentations. |
| B+ and B  | Comes to class prepared and makes thoughtful comments when called upon. Contributes occasionally without prompting. Shows interest in and respect for others' points of views. Participates actively in small groups.   |
| B- and C+ | Participates in discussion but in a problematic way. Such students may talk too much, make rambling or tangential contributions, bluff there way unprepared or otherwise dominate discussions, not acknowledging cues of annoyance from other students or the professor.  |
| C and C-  | Comes to class prepared but does not voluntarily contribute to discussions and gives only minimal answers when called upon. However, does show interest in the discussion, listens attentively and takes notes.   |
| F         | Seems on the margin in class and may have a negative impact on the participation of others. Often does not participate because has not read the material in advance. May be disruptive or radiate negative energy via hostile or bored body language. May be overtly rude.  |